Course Specification

A. Course Information			
Final award title(s)	PGCertLL (PostGraduate Certificate in Lifelong Learning) in Engineering Project Management		
Intermediate exit award title(s)			
UCAS Code		**Course Code(s)**	4974
	London South Bank University		
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☒ ENG ☐ HSC ☐ LSS		
Division	Computer Science and Informatics		
Course Director			
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify		
Mode(s) of delivery	☒Full time ☐Part time ☐other please specify		
Length of course/start and finish dates			

Mode	Length years	Start - month	Finish - month
Full time			
Full time with placement/ sandwich year			
Part time			
Part time with Placement/ sandwich year			

Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire Yes No Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.	
Approval dates:	Course(s) validated / Subject to validation	
	Course specification last updated and signed off	
Professional, Statutory & Regulatory Body accreditation	No current accreditation	

Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016

B. Course Aims and Features

Distinctive features of course	• The course provides a progression route for engineering graduates wishing to go into project management or as an add-on to their BSc/BEng studies. • The course would attract engineering practitioners to undertake as part of their CPD. • The course would provide skills and knowledge for non-engineers working in relevant sectors who are required to develop and manage projects. • The block delivery is an innovative way of providing a flexible and focused teaching and learning experience in an evolving subject area.
Course Aims	The (PGCertLL Engineering Project Management) aims to: Provide an overview of engineering project management range of managerial and technical knowledge and skills that enable the successful implementation and control of engineering projects in many sectors. The course explores important concepts, principles, methodologies and techniques through practical exercises with tools and techniques in engineering project management in order to facilitate an increasingly interdisciplinary practice. The scope of course enables the undertaking of informed practical research and preparation for future professional qualifications. The aim of the course is to prepare students/learners for employment and/or further professional development. Lifelong learning is the on-going, voluntary, and self-motivated pursuit of knowledge for personal and/or professional reasons. It does not only enhance social inclusion, active citizenship, and personal development, but also self-sustainability, rather than just competitiveness and employability. Linking the PGCert Lifelong Learning with engineering project management provides an all-embracing description of an activity that is multi-faceted and that combines a very wide range of skills, for practical employment in a variety of organisations/institutions/workplaces.
Course Learning Outcomes	a) Students will have knowledge and understanding of: A1: The role of projects in the engineering context as a vehicle for enterprise, innovation and change; A2: Methodological approaches of the business case, financial justification and risk;

	A3: Methodological approaches to the management and control of engineering project risks and technology; A4: Modelling approaches and other analytical tools that underpin effective engineering project management. b) Students will develop their intellectual skills such that they are able to: B1: Critically evaluate the developing research literature in the project management domain; B2: Link theory to practice in the effective control of projects; B3: Derive logical arguments and draw valid conclusions from complex data; configurations and present these clearly and concisely; B4: Select and apply appropriate modelling approaches for the creative use of information and synthesise the results of such activity for the enhancement of project management processes; c) Students will acquire and develop practical skills such that they are able to: C1: Use ICT appropriately in the acquisition, storage and management of information; C2: Demonstrate continued learning through a commitment to continued improvement and change by the application of self-managed learning; C3: Organise and conduct independent research (which includes the collection of primary and/or secondary data) and summarise the results of the research in a report. d) Students will acquire and develop transferrable skills such that they are able to: D1: Communicate effectively: listen, negotiate and persuade or influence others using a range of media, including presentation skills, and the preparation of written business reports; D2. Demonstrate self-awareness, self-management and time management skills; D3: Demonstrate learning through critical reflection on practice and experience; D4. Effective working and performance within a team environment and the ability to recognise and utilise individuals' contributions in group processes; team selection, delegation, development and management.

C. Teaching and Learning Strategy

The taught modules are designed to deliver the key objectives of A1 – A4 and aim to provide a thorough grounding in the principles and analytical techniques of engineering project management. The acquisition of the knowledge and understanding required is attained through a combination of lecture presentations, tutor-led seminars, problem-based learning scenarios, coursework and projects. Students are encouraged throughout the course to undertake independent reading both to supplement and consolidate what is being taught/learned and to broaden their individual knowledge and understanding of the subject.

Intellectual skills are developed through the teaching and learning programme outlined above. Analysis and problem-solving skills are further developed through examples and seminar teaching. Each module, whatever the format of teaching, involves discussions of key issues; practice in applying concepts both orally and in writing, analysis and interpretation of material, and relevant feedback on all course work. The requirements of the coursework concentrate the mind of the students on exercising these skills during the course.

Practical skills are brought to the programme by the student and honed whilst studying. Students have to manage time and course resources to support their learning on the programme. The teaching and learning strategies give the student ample opportunity to further develop these skills. The assessment criteria require learners to demonstrate application of the practical skills C1 – C3 through individual and group assignments, and in class tests.

Transferable skills D1 – D4 are developed throughout the teaching and learning programme outlined above through a mixture of lectures, seminars and problem-based scenarios. Feedback is given on oral presentations, written coursework and group work. All students are given advice on how to locate and research material available in libraries, on the web and elsewhere and improve their personal research skills. Other skills are developed throughout the course as a natural part of its progression.

D. Assessment

Testing of knowledge and understanding is through a combination of unseen written examinations and assessed coursework including essays, presentations, case study analysis and reports. Assessment will be both formative and summative and formative assessment of knowledge and understanding takes place through discussion, small group work, quizzes, debates, journal reviews, case studies and presentations.

The intellectual skills are assessed in a variety of formative and summative assessments. This process gives students ample opportunity to demonstrate their intellectual skills B1 – B4. Feedback is provided on all work produced giving you the opportunity to reflect and build on their cognitive learning processes.

Written assignments, presentations, and examinations supported with regular feedback throughout the programme.

Transferable skills are assessed primarily by coursework, presentation, and in-class examinations, and self-managed learning at a high level.

The following table demonstrates how the learning outcomes are mapped against the QAA Subject Benchmark Statement for Engineering and the associated modules (see section G. Course structure(s) for the full module names).

	QAA Benchmark Statement	**Programme Outcome**	**Modules ***
1	be rational and pragmatic, interested in the practical steps necessary for a concept to become reality	A1, A2, B1, B2, C2, D1	Both
2	want to achieve sustainable solutions to problems and have strategies for being creative, innovative and overcoming difficulties by employing their knowledge in a flexible manner	A3, B2, B3, C2, D1, D4	Both
3	be numerate and highly computer literate, and capable of attention to detail	A4, B3, B4, C1, C3, D1, D4	Both
4	be cost and value-conscious, and aware of the social,	A2, B4, C2,	Both

	cultural, environmental, health and safety, and wider professional responsibilities they should display	D1, D3, D4	
5	appreciate the international dimension to engineering, commerce and communication	A1, A2, B4, C2, D1, D2, D4	Both
6	when faced with an ethical issue be able to formulate and operate within appropriate codes of conduct	A3, C1, C3, D1	Both
7	be professional in their outlook, capable of team working, effective communicators, and able to exercise responsibility.	A3, A4, B2, C1, C3, D1, D2, D4	Both

	PMBoK Mapping	**Modules ***
1	Project Integration Management	Both
2	Project Scope Management	Both
3	Project Time Management	Both
4	Project Cost Management	Project Management Principles
5	Project Quality Management	Both
6	Project Human Resource Management	Project Management Principles
7	Project Communications Management	Both
8	Project Risk Management	Both
9	Project Procurement Management	Project Management Principles
10	Project Stakeholder Management	Both

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

F. Entry Requirements

In order to be considered for entry to the course applicants will be required to have the following qualifications:

- A first degree (2:2 or higher) in a relevant engineering subject such as mechanical, petroleum, chemical or electrical and electronic engineering and computing-related dsciplines; or
- A first degree (2:2 or higher) in a non-engineering subject with some practical experience in engineering project management; or
- A Higher National Diploma in a relevant subject such as those above with a minimum three years' post-qualification experience in an engineering or technology-related field.
- We are happy to consider other qualifications combined with appropriate experience that are equivalent to the amounts outlined above.

For applicants whose first language is not English, an IELTS score of 6.5 (or equivalent) is required. If an applicant has International qualifications then will be checked for equivalence to UK Higher Education qualifications.

Applicants may apply for entry on the basis of AP(E)L. In such cases the university policy for AP(E)L will apply and applicants must be able to evidence the claim that they have met the required entry qualifications or that they have achieved the learning outcomes as listed in the module descriptors for which they are seeking exemption.

G. Course structure(s)

Course overview

The course comprises the following taught modules:

{ PGCertLL (PostGraduate Certificate in Lifelong Learning) in Engineering Project Management } – **Full time**

	Semester 2	Credits
Level 7	{ Project management principles, optional/compulsory}	{20}
	{ Engineering project management practice, optional/compulsory}	{10}

The modular blocks through which the proposed course is delivered will be as follows:

BIF-7-PMP Project Management Principles:

Week	Teaching and Learning Activities	Study Hours
Week 1: Preparation through independent study and e-learning	The purpose of this preparatory week will be three-fold. Firstly, it will introduce students to the broad aims of the module, its learning outcomes, modes of teaching and learning and assessment rationale. Each learner will also be assigned an experienced personal tutor with whom s/he can seek guidance and advice on University and course-related issues. During this first week, the personal tutor is also expected to support his/her learner to fully engage with personal development planning. Secondly, students will then be provided with the relevant learning materials, including tutorial exercises and case studies. The scope, aims, learning outcomes and broad intellectual and practice-based challenges of the topic area will be introduced and explored. Thirdly, students will then be required to engage in 'enquiry-based learning' by undertaking a research-based task aimed at exploring the key contemporary challenges and issues relating to the module being studied. To support the student's study needs throughout the modular block substantial guidance notes and associated documents covering the key study skill areas will be provided on the Moodle site.	**6** hours of one-day seminar sessions. **8** hours of e-learning, which include webinars, are given over to this preparatory week and students will not be expected to attend the university.
Week 2: Interactive face-to-face teaching and learning	This intensive week of interactive teaching and learning will be given over to a combination of formal, but interactive lectures augmented by seminar sessions to reinforce the taught material. Guest lectures will also play an important role in reinforcing key concepts and practice and thus contribute to enhancing the learning experience. One important aspect of this intensive week will be to devote one working day during the week to a workshop-based exploration and critique of the themes addressed in research-based tasks written in the preparatory week. Additionally, having previously reviewed each learner's written account the module deliverer may wish to align the themes s/he wishes to explore in the content to be delivered with the general issues previously explored by students.	**30** contact hours will be given over to interactive teaching and learning which will take place during each morning and afternoon sessions, each of 3 hour's duration, held twice daily over five days. It is expected that students wishing to study individual modules on a CPD basis will also be able to share attendance at these modules. The dates, times, course descriptions and presenters of these modules, including speakers, will be advertised well in advance of the appointed time of delivery of the module. **10** additional hours are expended by students during this second week on web-based blended learning through the VLE.
Week 3: working toward the summative	Students for whom the main purpose of undertaking the module is not to accumulate credit, but to address a CPD need are not required to engage with the module after the	**6** hours of one-day assessment support sessions. The split of student managed learning

assessment through independent study and e-learning	second week of its presentation. However, those students wishing to accumulate credit toward achievement of the master's qualification are required to attend. Students attending this third week of the modular block will undertake a fuller reengagement with the learning materials covered in the first two weeks and begin to engage with the background research on the coursework assignment which was handed out during the first week of the modular block. The teaching team will explore ways of scheduling their limited time, possibly through the use of an assessment workshop and/or webinar sessions to provide the support students will doubtless need at this critical time.	hours between the third and fourth weeks of the modular block would typically be (a) **40** hours reading and practice on topics (b) **10** hours independent study and preparation for the scheduled sessions and (c) **90** hours to complete assessment tasks.

BIF-7-EPP Engineering Project Management Practice

Block	**Teaching and Learning Activities**	**Study Hours**
Block A: getting started	The purpose of this block will introduce students to the broad aims of the module, its learning outcomes, modes of teaching and learning and assessment rationale. Each learner will work with their personal tutor to map their personal development needs and will be assigned practice based work experience. Students will create an online presence and will be required to maintain this online presence/portfolio throughout the module	12 hours in classroom-based interactive workshops 18 hours of e-learning and blended learning
Block B: practice based element	This intensive practice based element will be supervised by an academic/industry professional	40 hours practice based activities working on live research, consultancy or enterprise project
Block C – review, reflect and revise	Students will give oral presentation reviewing their practice based learning experience, reflect on knowledge, and skills gain and revise their CV/online presence.	15 hours online portfolio completion 10 hours completion of final assessment tasks.

Full-time delivery mode

The proposed course will be delivered in block mode as proposed. The table below shows the study plans and sequence of modules to be provided. The actual course timetable, days and times of delivery during the week will depend on the resources and staffing capacity.

	Module Name	**Reference Code**	**Week(s)**	**Credits**	**Level**	**Semester**
1	Project management principles	BIF-7-PMP	1-3	20	7	2
2	Engineering project management practice	BIF-7-EPP	4-6	10	7	2

Placements information

H. Course Modules

[Provide information on:
- core and optional modules;
- the circumstances when optional modules may not run; and
- how and when students will be informed if optional modules are changed]

Module Code	Module Title	Level	Semester	Credit value	Assessment
BIF-7-PMP	Project management principles	7			
BIF-7-EPP	Engineering project management practice	7			

I. Timetable information

[indicate:
Provide as much information as possible,

- when students can expect to receive a confirmed timetable for study commitments; and
- if there is a teaching-free afternoon set aside for e.g. sporting/cultural activities.
- Don't specify a day(s) when teaching will take place if it may be changed.
- Prospective students should be kept informed of any changes.]

J. Costs and financial support

Course related costs

- provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees).

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or
- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link- https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses

List of Appendices

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Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			Course outcomes																
Level	**Title**	**Code**	**A1**	**A2**	**A3**	**A4**	**A5**	**A6**	**B1**	**B2**	**B3**	**B4**	**C1**	**C2**	**C3**	**C4**	**D1**	**D2**	**D3**	**D4**
7	Project management principles	BIF-7-PMP																		
7	Engineering project management practice	BIF-7-EPP																		

Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	
2 Supporting the development and recognition of skills in academic modules/modules.	
3 Supporting the development and recognition of skills through purpose designed modules/modules.	
4 Supporting the development and recognition of skills through research projects and dissertations work.	
5 Supporting the development and recognition of career management skills.	
6 Supporting the development and recognition of career management skills through work placements or work experience.	
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	
9 Other approaches to personal development planning.	
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	

Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions